DOCUMENT RESUME

ED 280 645 RC 016 119

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TITLE Work Experience for the Rural, Special Needs Student: A Pipe Dream or a Possibility?
PUB DATE Oct 86
NOTE 27p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Behavior Change; *Disabilities; *Disadvantaged; Educational Needs; Elementary Secondary Education; *Job Skills; Normalization (Handicapped); Questionnaires; *Rural Education; Rural Youth; School Business Relationship; Special Education; Special Programs; Student Experience; Vocational Education; Work Attitudes; *Work Experience Programs

ABSTRACT

Work experience programs help rural handicapped, learning disabled, and economic/culturally disadvantaged students to make the transition from school to young adulthood. Reading, mathematics, and social difficulties evident in school impact work behaviors in later life. Other factors impacting work behaviors include cultural differences, economic hard times, limited vocational alternatives, and lack of response by educators. Vocational and pre-vocational work experience programs can assist in changing established behaviors and developing work behavior appropriate to rural employment needs. Procedures for building work experience programs in rural schools include locating on-campus and off-campus job sites, approaching employers, assessing requirements of transporting students to sites, training on-site supervisors, teaching work-related skills, obtaining liability waivers, and developing a continuum of work experience placement such as piece-work in the classroom, followed by on-campus job, then off-campus placement. Suggestions for program success include: extend work experience to junior high/middle schools; look at student capabilities, not disabilities; involve parents; use contracts to formalize the program for students, employers, and school personnel; conduct program evaluations. Appendices provide sample forms for evaluating potential work experience sites, student personal information/self-evaluation, work evaluation forms, liability waivers, job training agreement, work experience contract, and evaluation questionnaires. (LFL)

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WORK EXPERIENCE FOR THE RURAL, SPECIAL NEEDS STUDENT: A PIPE DREAM OR A POSSIBILITY?

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RC016119

Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).

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WORK EXPERIENCE FOR THE RURAL, SPECIAL NEEDS STUDENT:

A PIPE DREAM OR A POSSIBILITY?

"Work experience" has been defined as an educational process designed to provide students with "career education experiences which will assist them in making realistic decisions allowing them to function as independently as possible in the world of work" (Sires, Bloome, Miller, Quinn, Rhiner, Smith, & Weaver, ND). Students are assigned job tasks in a competitive real-world employment situation. Usually, work experience is scheduled for students during a one to two hour time slot. The work experience can be scheduled daily or for specific days of the week (e.g. Tuesday and Thursday).

Work experience is an essential educational component for many special needs students. Special needs students would be those students served under Public Law 94-142: the learning disabled, emotionally handicapped, developmentally disabled, sensory impaired, physically handicapped, and orthopedically or health impaired. Also included under the rubric of "special needs" would be the economic or culturally disadvantaged. The goal of work experience for the special needs student would be to place them in an environment which closely approximates an actual job setting (Weisgerber, 1980).

The need for work experience in the education of the special needs student stems from the fact that the traditional education program may not be sufficient to assist these students in making the transition from school to young adulthood. Characteristics of these students that cause difficulties in the school setting do not disappear when they leave the educational environment. Some of these problems, and how they may impact later life are:

Academic Difficulties

-Reading Problems:
- -Difficulty in completing a job application.
- -Problems in reading job notices, clasified ads.
- -Failure to learn equipment operation via a technical manual.
- -Failure to grasp information related to corporate life insurance, health benefits, etc.

-Math Problems:
  -Difficulties in managing family finances (We all understand this problem).
  -Poor consumer skills.
  -Problems in work-related math skills (e.g. cashiering, reading meters or gauges).
  -Poor time concept.

-Social Difficulties
  -Poor interviewing skills.
  -Poor inter-personal communication.
  -Lack of sensitivity to the feelings of others.
  -Poor inter-personal relationships with co-workers, supervisors.

An area that is getting increasing attention in the education of special needs learners is the developmental nature of work-readiness skills. Work-readiness would include skills related to the development of proper work habits. Examples of these skills would be: punctuality, a positive work attitude, perserverance on task, and pride in accomplishment. These characteristics have been shown to be established in a child at an early age (Gillet, 1981), and have been demonstrated to be important for success in vocational education (Elrod, 1986).

All students, however, do not enter into the school situation with the same well-developed work-related skills. Just as some students may lag in reading or math, so do some students have deficits in work-related skills. The underlying causes to work-related skill deficits are complex, and may reflect sociological or economic patterns. Some factors which may impact the work-related behaviors or rural students are:

(1) Cultural Differences:

The picture of the rural student is ever-changing. The typical view of the white, middle-class, nuclear farm family is misleading. Rural Southern areas are populated by poor Blacks, and rural Western areas have an increasing population of Mexican-Americans.

(2) Economic Hard-Times:

Unemployment in some rural areas is growing at an unprecidented rate. McCormick County, South Carolina currently has an unemployment rate approaching 25% of the potential, adult workforce. The current drought plaguing the southeast may severely increase this unemployment rate.

(3) Limited Vocational Alternatives:

In many rural areas, limited business and industry have hindered the possibilities for finding work in non-agricultural occupations.

(4) Lack of Response By Educators:

> Unfortunately, many rural school districts are supervised by administrators who view education in a very traditional sense. Curricula focus on basic content subjects with little or no accomodations for special needs students. Some of this lack of response may be due to declining revenues in rural districts.

For whatever reasons, or combinations thereof, rural special students present unique problems for the education system. Various reports from throughout the state of South Carolina have demonstrated that there have been recent increases in teen pregnancies, increase in drug abuse by teens and pre-teens, and an alarmingly high drop-out rate. Compounding the problems caused by these trends are education reform movements which have restricted the number of electives students can choose in vocational education (Elrod & Lyons, in press). The result is that many rural special needs students are leaving the school system with poorly developed work-related behaviors. These students are then thrust into a vocational an economic future which is tenuous, at best. The remainder of this paper will examine the work experience process and how it can assist in developing work-related behaviors.

Types of Work Experience

Basically, two types of work experience are used in public school programs. The following section briefly describes each type.

Vocational Work Experience: This type of work experience is the more traditional form. Students are placed on job sites either concurrently with their vocational training or after they have completed vocational training. The purpose of this type of work experience is to provide an experiential application of skills learned through vocational education. For example, a student who has recently completed a course in plumbing at the area vocational center would be scheduled to work with a local plumber for a specified number of hours per week. Vocational work experience us usually implemented in senior high school, or post-secondary programs, and is predominately done at off-campus job sites.

Pre-Vocational Work Experience: This type of work experience is gaining in popularity, especially in the education of special needs students. The purpose of this type of work experience is to teach proper work-related behaviors in a non-academic setting. There is no assumption that students will ultimately choose the jobs that they perform as a profession. The sole purpose, again, is to build appropriate work habits. Therefore, there is no pre-requisite that the students have had prior vocational training. Pre-vocational work experience can be developed from on-campus and off-campus sites, and it can be used in the junior high or middle school, as well as the senior high school.

Special Concerns in Building Rural Work Experience Programs

Rural educators are surrounded by a unique environment from which to build work experience programs. The following list of advantages and disadvantages points out some of these features.

Advantages:
- -more stable communities.
- -work ethic environment.
- -students, and their families, tend to be better known by business community.
- -smaller school population.

Disadvantages:
- -lack of business/industry placement sites
- -long distances between school and job placement sites
- -lack of emphasis on work experience programs

Procedures for Designing Rural Work Experience Programs

With the understanding that rural educators may have particular concerns in developing work experience programs, but acknowledging the fact that there are rural students who would benefit from work experience, the following procedures have been developed at Clemson University to assist rural educators in building appropriate work experience programs.

(1) Locate Job Sites: The rural educator may have to be more creative than her/his urban or suburban counterparts. Nevertheless, job sites can be found. The following suggestions may assist the rural educator in locating work experience sites.

a. Look at on-campus sites: There are many jobs that need to be done on a daily or intermittent basis on the school campus. Examples of these jobs are: custodial work, repair and maintenance, groundskeeping, food service preparation, and clerical tasks. Each school should be analyzed for the types of work experiences that are available.

b. Multiply off-campus sites: Off-campus work experience sites in rural areas may not be as plentiful as in urban or suburban areas. Therefore, it is left up to the creative rural educator to "make the most" out of the sites that are available. This "multiplication" would involve an analysis of how many different jobs could be done at one job site. For example, most rural areas have a country store (or at least a 7-11) in the vacinity. In a small store, the following different jobs need to be done:
- -custodial maintenance
- -stocking of shelves
- -cashiering

Therefore, one job site does not have to be viewed as having only one work experience placement. In the example above, a single country store could yield a minimum of three work experience placements.

c. Brainstorm: Rural educators could work together in consortia (across district boundaries) to brainstorm all possible work experience sites. Using the guidelines stated above, a comprehensive listing of work experience placements could be developed.

(2) Approach Employers: The initial, and subsequent contact that a rural educator makes with an employer or store manager is a vital part of developing work experience sites. The following suggestions may assist in approaching employers.

a. Make initial contact over the phone: It would be better if the employer expected the educator at a specific time to discuss possible student placement. Sudden, on-the-spot, drop-ins tend to be less productive.

b. Do not expect PAID work experience: Due to the potentially lower number of work experience sites available in rural areas, placing a condition of only accepting paid work experience may severely cripple an effort to find appropriate sites. However, whether paid or un-paid, the students should receive credit from the school district for their work experience.

c. Keep an annotated list: As each employer is contacted in person, it might be wise to keep a list for future reference. Each entry could include: name of business, contact person, address, phone, paid or un-paid experience, a brief description of the nature of the business, the number and various kinds of work experience available, and the distance from the school to the job site. See Appendix A for a sample annotation form.

(3) Assess Transportation Options: Since rural work experience sites may be some distance from the school, various transportation alternatives should be considered.

a. School district transportation: School districts often have buses running their routes at various times throughout the day. Reasons for these times and routes usually focus on delivery of students to and from partial day programs (e.g. kindergarten) or activity buses for extra-curricular school activities. It is possible that one of these routes could serve a work experience student in getting to, or returning from, a work site.

b. Student carpools: If more than one student is scheduled for work experience in the same general geographic area it is possible that a carpool schedule could be arranged. This would depend on the teacher's discreation as to the responsibility of the driver and riders in each carpool. Parental permission should surely be obtained.

c. Volunteer drivers: Persons in the community (e.g. retired persons) who do not have full-time day jobs may be enlisted, on a volunteer basis, to transport students to and from work sites. If enough persons can be enrolled, then each volunteer may only have to drive once or twice a week on a regular basis.

d. Public transportation: Since most rural areas do not have a comprehensive transportation system, this alternative may be moot. However, if a transportation system is available, a schedule of its routes and times may prove to be most fruitful.

(4) Train On-Site Supervisors: Since the vast majority of persons outside of education have not had experience in working with special needs students, the following suggestions may help educators conduct an in-service for on-site work experience supervisors.

a. Describe student characteristics: Supervisors should know the characteristics of the type of special need students with whom they will work. Academic, social, and psychological traits of groups such as the learning disabled or emotionally handicapped may help provide supervisors with an understanding of these students. Kirk and Gallagher (1983) have written an excellent text which describes various handicapping conditions.

b. Outline basic methodologies: A description of traditional methodologies in the education of special needs students should be discussed. Procedures involved with behavior management, contingency contracting, and task adaptation might be of importance to on-site supervisors. A recent text written by Masters and Mori (1986) provides a useful reference in methodologies which are appropriate for the secondary level special needs student.

c. Acknowledge participating supervisors: Those supervisors who complete the in-service should be provided with some acknowledgement of their cooperation. In many instances, a certificate that could be displayed in the business would suffice.

(5) Teach Work-Related Skills at All Junctures in the Work Experience Program: Students should not merely be scheduled into work experience at the whim of a teacher or counselor. The following suggestions may help to create a more purposeful work experience.

a. Application procedure: Students could be required to apply to a counselor, special education teacher, or work experience coordinator to participate in work experience. The application procedure would be required whether the student was applying for on-campus or off-campus work experience. Included in the application process would be an interview conducted by any of the three role-types named above. Please see Appendices B through D for sample application and interview forms.

b. Promote proper work-related behaviors in class: Appropriate work habits (e.g. punctuality) should be encouraged in regular, academic curricula as well as in vocational courses or work experience. See Appendix E for a checklist of work-related behaviors.

(6) Obtain Liability Waivers: Samples of forms that could be used to obtain liability waivers are presented in Appendices F through H.

(7) Develop a continuum of Work Experience Placement: Many successful work experience programs have different levels at which students can be placed. The following levels are typical.

a. Work adjustment: An on-campus situation wherein students can complete piece-work in a classroom environment would be an example of a work adjustment program. Piece-work can be solicited from the community, or contracts can be arranged with local businesses. For example, some rural school districts have contracted with newly located computer software firms to have students package and box software for shipping. In many instances, the student gets paid at a per-piece rate. Work adjustment is typically used for students who need the most supervision or have the least developed work skills. The supervisor would be the special teacher.

b. On-campus work experience: The next level of work experience would have the student working somewhere around the school campus. The site supervisor would be school personnel who are in charge of the job station (e.g. custodian, receptionist, secretary, nurse). Even though these school personnel work around students, a brief in-service may be beneficial, especially to those persons who have the <u>least</u> amount of daily student contact.

c. Off-campus work experience: For those students with the most developed appropriate work behaviors, an off-campus experience may be beneficial in helping transfer skills to other environments. The key to success in off-campus work experience is the continual communication between the teacher or work experience coordinator and the on-site supervisor.

(8) General Suggestions

a. Extend work experience to junior high or middle school: An increasing number of students seem to be entering rural schools with poorly developed work skills. In many instances, these students have little, or no, work role models at home. Yet, we teach these students abstract content and expect them to apply this content to the real-world. Students with poor work behaviors will, more than likely, fail at this application attempt. The best place to build appropriate, relevant work skills is on-the-job.

b. Look at the capabilities, not the disability: Do not exclude a student from work experience merely because he/she carries a lable such as "emotionally handicapped". Such a student may perform quite well in an appropriate work setting. In fact, the work setting may serve as leverage in dealing with a student's emotional problems or improper conduct.

c. Get parents involved: Urge parents to visit the site at which their son/daughter is gaining work experience. Even if their son/daughter is not at the site at the time of the parents' visit, it is important for them to show interest and support. At school open-house nights, on-site work experience supervisors can be invited to attend and explain their roles in the program. A job-training agreement among the employer, parents, the student, and the school district may help to define the parents rule in the work experience process (See Appendix I).

d. Use contracts: Contracts between employers, students and school district personnel can help to "formalize" the work experience process. An example of such a contract is proveded in Appendix J.

e. Conduct program evaluations: Parents, students and employers should be allowed to provide input as to the benefits and effectiveness of the work experience program. Please see Appendices K through M.

If special needs students are expected to become productive citizens, they will need appropriate work skills. It may be a devastating over-estimation to assume that all rural students possess appropriate work behaviors. Through pre-vocational work experience, rural educators can assist rural special needs students in becoming productive members of the community.

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Experience Site Guide/Training Plan

Student Name _____

General Information

Site _____ Contact Person _____

Address _____ Student Supervisor _____

Phone Number _____ Job Title _____

Special considerations: (i.e., rules, hours, limitations-number of students, dress code, smoking, etc.)

_____

_____

_____

General Description of Work Setting

Physical Working Conditions

___ inside
___ outside
___ hot with temp. changes
___ cold with temp. changes
___ wet
___ humid
___ dry
___ noise
___ vibration
___ hazards
___ fumes
___ odors
___ toxic conditions
___ dust
___ adequate ventilation
___ electrical hazards
___ mechanical hazards
___ cramped quarters
___ adequate light
___ moving objects
___ high places
___ explosives
___ exposure to burns
___ working alone
___ working with others
___ working around others

Mental Working Conditions

___ tension (deadlines, etc.)
___ highly structured
___ loosely structured
___ distracting conditions

Safety Concerns (hazards, child labor laws, etc.)

_____

_____

_____

_____

Location of setting (i.e., third floor, turn left, off elevator, first door to right).

_____

_____

Accessibility to physically handicapped: Yes _____ No _____ Comment _____

_____

Degree of Supervision

Low 1 2 High 3

_____ Number of supervisors; if more than one, please explain hierachy:

_____

_____

Union Shop

_____ Yes _____ No

From: Grant Wood Area Education Agency
4401 Sixth Street SW
Cedar Rapids, Iowa 52404

Basic Skills Needed

1. Computational Skills
   - ____ Adding
   - ____ Subtracting
   - ____ Multiplying
   - ____ Dividing
   - ____ Simple Fractions

2. Measurement Skills
   - ____ Number Recognition
   - ____ Making Change
   - ____ Price Evaluation
   - ____ Use of Measuring Devices

3. Communication Skills
   - ____ Reading
   - ____ Writing
   - ____ Talking
   - ____ Following Instructions
   - ____ Use of Telephone
   - ____ Vocabulary Specific to Job

4. Manipulative Skills
   - ____ Hand Tools
   - ____ Machine Tending
   - ____ Machine Operation
   - ____ Machine Set-up
   - ____ Hand Work (sort, fold)
   - ____ Specific Skills

5. Physical Demands
   - ____ Lift, Carry, Push, Pull
   - ____ Walk, Run, Climb, Balance
   - ____ Stoop, Kneel, Crouch, Crawl
   - ____ Reach, Handle, Finger, Feel
   - ____ Stand, Sit, Turn
   - ____ Talk, Hear, See
   - ____ Color, Vision, Depth of Perception
   - ____ Motor Skills
   - ____ Medication

Specific Requirements to Obtain Job

- _____ no high school completion
- _____ high school graduation
- _____ post high school training
  (if post high school training, comments)
- _____ apprenticeship

Additional Comments

_____
_____
_____
_____
_____

Job Competencies Needed/Developed

	Percent of Training
1. _____	____
2. _____	____
3. _____	____
4. _____	____

PERSONAL INFORMATION

Appendix B

NAME _____ grade/ _____

ADDRESS _____

TELEPHONE _____

JOB DESIRED _____

WRITE WHY YOU FEEL YOU SHOULD BE CONSIDERED FOR THIS JOB

_____

_____

_____

_____

PRIOR WORK EXPERIENCE:

	DATE	EMPLOYER	DESCRIPTION
1			
2			
3			
4			

HOBBIES & INTERESTS

_____

_____

_____

From: Frank Borman Jr. High School
3637 N. 55th Ave.
Phoenix, AZ 85031

Appendix C

From: Frank Borman Jr. High School

MARK EACH OF THE FOLLOWNING STATEMENTS AS YOU BELIEVE IT APPLIES TO YOU

I AM THE KIND OF PERSON THAT---

1.Tells someone when they do good	hardly ever	sometimes	always
2.Puts out a foot to trip someone	hardly ever	sometimes	always
3.Cuts in line at the drinking fountain	hardly ever	sometimes	always
4.Picks up something for another person	hardly ever	sometimes	always
5.Waves hand when others are talking	hardly ever	sometimes	always
6.Yells at someone when they make a bad play	hardly ever	sometimes	always
7.Listens and tries to understand	hardly ever	sometimes	always
8.Makes smart remarks to others	hardly ever	sometimes	always
9.My classmates chose as a leader	hardly ever	sometimes	alway
10.Observes how others feel about something	hardly ever	sometimes	always
11.Says "please" and "thank you."	hardly ever	sometimes	always
12.Likes to gripe	hardly ever	sometimes	always
13.Finds fault with others	hardly ever	sometimes	always
14.Wears a smile	hardly ever	sometimes	always
15.Brags about things	hardly ever	sometimes	always
16.Passes out compliments	hardly ever	sometimes	always
17.Has lots of friends	hardly ever	sometimes	always

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Appendix D

ON JOB-SITE WORK EXPERIENCE
INTERVIEW RATING FORM
(TEACHER ROLE)

RESPOND:

5 Most Ready — 4 — 3 — 2 — 1 Needs Instruction

Travel:

1. How long do you think it would take you to go from school to the job-site? ____
2. What if you met some friends along the way, what would you do? ____
3. What if on the way a car started following you and then asked you to get in, what would you do? ____

Clothing:

1. What types of clothes do you feel you should wear to work? ____
2. Are you dressed appropriately for work? ____
3. What would you do if your employer requested you wear other types of clothing? ____

Attendance:

1. How many times do you feel you can miss work in a 30 day period? ____
2. What do you feel is a good reason for missing work? ____
3. When you miss work is it your responsibility to call and tell them? ____
4. What would you do if you forgot to notify your employer on the day you return to work? ____

Responsibilities:

1. What would you do if a friend came into the store while you were working and wanted to talk to you? ____
2. What if a friend wanted to take something from the store without paying? ____
3. What would you do if you just finished cleaning the bathroom and your employer said it was not good enough, do it again? ____
4. What if the employer asked you to do something you didn't want to do? ____
5. If you wanted to try something new, how would you ask the employer? ____

Average Rating ____

6. What questions do you have about OJSWE?

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Student _____

For Week# _____

Work Experience Management

Date _____ to _____

Below are listed classroom behaviors. At the end of each class period your teacher will award positive (+) or negative (-) marks. Attendance and tardy behaviors will also earn positive or negative marks.

BEHAVIORS EVALUATED	Class Period 1)	2)	3)	4)	5)	6)	
Attendance (Present in Class)							Total negative (-) marks for attendance
Tardy - On time to class							Total negative (-) marks for tardies _____
1) Completes assigned work							Comments:
2) Displays proper respect — Courteous, polite							
3) Follows instructions of teacher and assistant							
4) Shows respect to school property							
5) Self Control - Student shows self-discipline							
6) Follows rules - Student understands and obeys class rules							
7) Student accepts helpful criticism from the teacher or assistant							
8) Student gets along with fellow students							
9) Student appearance — Grooming habits are neat.							
Total Positive Marks							Total Positive Marks

Appendix E

Appendix F

Frank Borman Jr. High School

3637 N. 55th Avenue Phoenix, Arizona 85031 Telephone (602) 245-0110

Dr. William R. Dabb
Superintendent

Carlton Jones, Principal
John Shimek, Assistant Principal

3/7/85

CARTWRIGHT PILOT - PREVOCATION PROGRAM

Information Sheet

NAME _____

THROUGHOUT THE SCHOOL YEAR, STUDENTS WILL LEAVE CAMPUS DURING CLASSTINE FOR THE PURPOSE OF THE ON JOB-SITE WORK EXPERIENCE. IN ORDER FOR THE STUDENT TO LEAVE SCHOOL PROPERTY DURING CLASSTIME, PARENTAL AUTHORIZATION IS NECESSARY. IF YOU SO AUTHORIZE YOUR STUDENT TO LEAVE BORMAN JUNIOR HIGH PROPERTY DURING CLASSTIME FOR THE ABOVE STATED PURPOSE, PLEASE INDICATE WITH YOUR SIGNATURE BELOW.

_____ _____

parent's signature date

_____

daytime emergency phone number required

MEDICAL INSURANCE

THE CARTWRIGHT SCHOOL DISTRICT DOES NOT PROVIDE INSURANCE FOR ITS STUDENTS. PRE-VOCATIONAL STUDENTS ARE REQUIRED TO HAVE INSURANCE PROTECTION, EITHER THROUGH THEIR HOME OR THROUGH THE SCHOOL INSURANCE PLAN. FORMS ARE PROVIDED THROUGH THE HOME SCHOOLS FOR STUDENT INSURANCE.

HAVE MEDICAL INSURANCE YES____ NO ____

TYPE OF INSURANCE SCHOOL____ HOME ____

THIS FORM MUST BE COMPLETED AND NOTARIZED

_____ _____

parent's signature date

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Appendix H

Frank Borman Jr. High School

3637 N. 55th Avenue Phoenix, Arizona 85031 Telephone (602) 245-0110

Dr. William R. Dabb
Superintendent

Carlton Jones, Principal
John Shimek, Assistant Principal

WAIVER OF LIABILITY FOR CARTWRIGHT SCHOOL DISTRICT

I, THE EMPLOYER, EXPRESSLY RELEASE ALL PERSONS CONNECTED WITH THE PILOT PREVOCATION PROGRAM, (INCLUDING THE TEACHER, STUDENT AND SCHOOL DISTRICT) FROM ALL CLAIMS RESULTING FROM SUCH ON JOB-SITE WORK EXPERIENCE. I, ALSO AGREE THAT THE SCHOOL, STUDENTS OR INSTRUCTORS ARE NOT RESPONSIBLE FOR LOSSES DUE TO FIRE, THEFT OR ACCIDENTS.

_____
employer

_____
date

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Appendix G

Frank Borman Jr. High School

3637 N. 55th Avenue Phoenix, Arizona 85031 Telephone (602) 245-0110

Dr. William R. Dabb
Superintendent

Carlton Jones, Principal
John Shimek, Assistant Principal

WAIVER OF LIABILITY FOR EMPLOYER

I, PARENT OF _____, UNDERSTAND

THAT _____ IS RELEASED FROM ALL CLAIMS

RESULTING FROM THE ON JOB-SITE WORK EXPERIENCE.

I ALSO UNDERSTAND THE EMPLOYERS ALONG WITH ALL PERSONNEL, ARE NOT RESPONSIBLE

FOR ACCIDENTS OCCURING DURING THE ON JOB-SITE WORK EXPERIENCE.

_____
student's name

_____
parent's name (signature)

_____
date

Job-Training Agreement

Student's Name: _____

Work Station _____

Job Description _____

Employer's Name _____

Direct Supervisor's Name _____

Starting Date _____

Specific Working Hours _____

This agreement is made to show responsibilities of the following parties involved: student, parent or guardian, work experience instructor, and the employer. When a signature is placed on this agreement, the person declares his/her total commitment.

The Employer

1. Will be asked to inform regular employees of their importance in the training of the student.
2. Will be requested to maintain a daily record of student attendance. (Work experience instructor will refer to this record frequently.)
3. Will determine the student's working hours and salary.
4. Will observe established labor laws.
5. Will be allowed to discharge the student for just cause; however, the work experience instructor will request consultation with the employer beforehand.
6. Will take time to fill out an on-the-job evaluation form when the work experience instructor visits the work station.
7. Will keep the student informed of his/her job performance.
8. Will structure the student's daily job responsibilities.
9. It is the policy of this company not to discriminate against employees or customers. Students will be accepted for on-the-job training, clinical or work experiences, assigned to jobs and otherwise treated without regard to race, color, national origin, sex, marital status or disability.

_____

Employer Signature

From: Grant Wood Area Education Agency

The Student

1. Enters this program to learn as much as the employer and/or supervisor can provide in occupational information, skills and attitudes.
2. Will keep regular attendance and be punctual at school and at the work station. He/she cannot work on any school day that he/she fails to attend school. Exceptions are permissible only with the mutual consent of the employer and work experience instructor. This rule is void if student works full time.
3. Will arrange in advance with the work experience instructor and employer any job changes.
4. Will be honest, cooperative, courteous, willing to learn, and willing to accept criticism.
5. Will make an effort to provide his/her own transportation to and from the work station if the school district does not take the responsibility.
6. Will notify the employer and work experience instructor if he/she cannot work.
7. Will abide by the regulations of his/her employer and school.

_____

Student Signature

The Parent or Guardian

1. Will be responsible for the conduct of the student at all times.
2. Will assist, if it is possible, in transporting the student to and from the work station.
3. Will support the work experience instructor and other school personnel in their effort to develop a good student worker.
4. Will give the work experience instructor permission to release personal information from the student's school records. (Used with discretion; this information may be given to prospective employers for placement purposes.)
5. Will encourage success in the student's school work and job.

_____

Parent or Guardian Signature

The Work Experience Instructor

1. Will supervise the student and make periodic visits to observe the student on the job.
2. Will evaluate the job performance with the help of the employer.
3. Will give the student feedback on the written on-the-job evaluation.
4. Will discuss the student's work progress with the parent or guardian by phone, through the mail or through direct contact.
5. Will have the authority to transfer or withdraw the student at any time.
6. Will have the authority to accept or reject the student's request for job change.

_____

Work Experience Instructor Signature

Work Experience Contract

I, _____ , have had the work exploration program explained to me and I understand the following:

I. That beginning today, _____ , and for the next 30 school days (with the last day being _____), I will have the opportunity to earn my way into the work exploration program taught by _____ .

II. That for the next 30 school days my behavior will be judged by _____ , his assistant, and any teacher I have during the school day at the end of each school day. I understand that I must record my total positive marks earned on the chart in _____ classroom.

III. That during the next 30 days I must average _____ positive marks during each five day school period. If I should earn less than _____ positive marks during any five day school period this contract will end.

IV. That if I should be tardy _____ times or more during any five day school period this contract will end.

V. That if I should be absent from school for a total of _____ or more times during the 30 day school period this contract will end.

_____ _____

Student Signature Date Teacher Signature Date

From: Grant Wood Area Education Agency

Appendix K

Cartwright School District No. 83

3401 North 67th Avenue Phoenix, Arizona 85033

Dr. William R. Dabb, Superintendent

Dr. Frank Davidson, Asst. Superintendent for Financial Services

Nick Gupton, Asst. Superintendent for Educational Services

Charles E. George, Asst. Superintendent for Personnel Services

Stuart Zink, Director of Personnel

PARENT QUESTIONNAIRE

AFTER

ON JOB-SITE WORK EXPERIENCE
1985-86

New Revised Form For
1985-86 School Year

Dear Parent,

Thank you for allowing your son/daughter to participate in the on job-site work experience program this year. The employers are very enthusiastic about continuing the program again next year. This is a direct result of the hard work exhibited by the students while on the job. We feel it is important to have input from parents, therefore, would you please take a few minutes to fill out this questionnaire and return it to Laura Cohen-Hogan, Borman Junior High School, 3637 North 55th Avenue, Phoenix, Arizona 85031.

1. Did you feel the work experience to be a worthwhile program for your child? _____
   WHY?

2. How do you think this program will effect the future career decisions you and your child need to make?

3. Would you have liked more information about the program?_____. What kind?

4. When you went through school did you have an opportunity to experience a program similar to this one? _____. If yes, please answer:

   1. What kind?

   2. Did it help you to make future career decisions?_____ If yes, what kind?

5. Do you know about vocational programs offered in high school for your child?

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Appendix L

STUDENT QUESTIONNAIRE
On Job-Site Work
Experience

We appreciate your efforts in the On Job-Site Work Experience Program. We feel your input is important. Please answer the following questions. Thank you.

1. What did you learn from your experience?

2. Did the program make school more fun? _____ Why?

3. Why is this program important to have as part of your education?

4. Do you want to continue in a program like this? _____ Why?

5. How will this program help you make career decisions?

6. What High School Vocational Programs do you know about?

7. Any further comments or suggestions?

Thank you.
The Learning Center
Frank Borman Junior High School

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Appendix M

Employers Evaluation Form

Date of Evaluation _____ School _____

Student's Name _____ Employment Name _____

Evaluator's Name _____ Position _____

Briefly list the duties the student has performed: _____

_____

_____

Please use the following rating scale. Feel free to write comments.

5 - Better than average employee
4 - Competitive with other employees
3 - Could become competitive with more time on the job
2 - Requires more attention than other employees
1 - Would not develop ability even with special attention
N/A-Not applicable

WORK TRAIT	RATING
ATTENDANCE: Does student come to work or call in when there is a reasonable excuse?	
QUALITY/RELIABILITY: Can you count on the student to do a job thoroughly?	
ON TASK: Can the student consistently remain on task and maintain necessary concentration throughout entire work time?	
QUANTITY/SPEED: Does the student work fast enough to keep up with the pace?	
FOLLOW INSTRUCTIONS: Does the student do what is supposed to be done when told?	
REMEMBERS INSTRUCTIONS: Does the student remember instructions from day to day?	
RESOURCEFULNESS: Can the student do tasks that require some imagination or decision-making?	
USE/CARE OF EQUIPMENT: Does the student take care of things properly?	
JOB ATTITUDE: Does the student display a good work attitude?	
FOLLOW RULES: Does the student obey all regulations?	
ACCEPT CONSTRUCTIVE CRITICISM: If the student does something wrong and is corrected, does student take it in stride and try to improve?	
INITIATIVE/SELF-DIRECTION: Does the student either ask what to do next or go on to routine job?	
COOPERATION: Does the student get along with fellow workers?	
APPEARANCE: Is the student neat and clean?	
IMPROVEMENT: Does the student do a better job than he did at the start?	
FUTURE EMPLOYMENT: Would you hire or recommend this student for a job on a regular basis?	
Yes	
Yes - With further training	
Doubtful - Reason:	
Undecided - Reason:	
No - Reason:	

From: Grant Wood Area Education Agency